

High Hills Elementary

4971 Frierson Road
Shaw AFB, SC 29152

Grades 4-5 Elementary School

Enrollment 479 Students

Principal Liz Compton 803-499-3327

Superintendent Dr. J. Frank Baker 803-469-6900

Board Chair Mr. Larry Addison 803-499-1181

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent

Good

Average

Below Average

Unsatisfactory

1

31

50

3

0

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

NO

This school met 17 out of 19 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Good	Unsatisfactory	No
2004	Good	Below Average	No
2005	Good	Average	No
2006	Good	Below Average	No

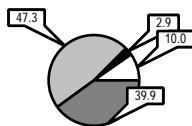
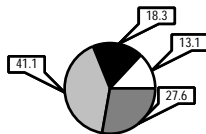
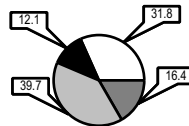
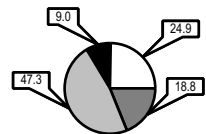
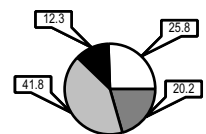
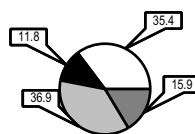
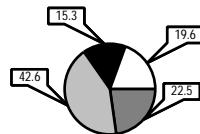
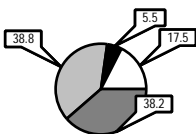
DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

94.1%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	464	97.0	9.8	47.8	39.5	2.9	59.1	Yes	Yes
Gender									
Male	214	97.7	12.4	52.3	33.2	2.1	50.3	N/A	N/A
Female	250	96.4	7.4	43.7	45.1	3.7	67.0	N/A	N/A
Racial/Ethnic Group									
White	198	98.0	4.5	39.5	51.4	4.5	68.4	Yes	Yes
African American	246	95.9	14.8	54.2	29.2	1.9	50.9	Yes	Yes
Asian/Pacific Islander	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	11	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	417	100.0	8.2	47.1	41.5	3.2	61.2	N/A	N/A
Disabled	47	70.2	28.1	56.3	15.6	0.0	34.4	I/S	No
Migrant Status									
Migrant	1	100.0	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Non-Migrant	463	97.0	9.8	47.7	39.6	2.9	59.0	N/A	N/A
English Proficiency									
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	463	97.0	9.8	47.7	39.6	2.9	59.0	N/A	N/A
Socio-Economic Status									
Subsidized meals	284	95.8	12.4	52.9	33.1	1.7	52.5	Yes	Yes
Full-pay meals	180	98.9	6.0	40.4	48.8	4.8	68.7	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	463	97.0	12.3	40.4	28.4	18.9	63.0	Yes	Yes
Gender									
Male	214	97.7	12.4	38.9	26.4	22.3	64.2	N/A	N/A
Female	249	96.4	12.1	41.9	30.2	15.8	61.9	N/A	N/A
Racial/Ethnic Group									
White	198	98.0	3.4	32.2	38.4	26.0	79.7	Yes	Yes
African American	246	95.9	19.9	47.7	20.4	12.0	47.7	Yes	Yes
Asian/Pacific Islander	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	10	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	416	100.0	12.0	39.1	29.5	19.4	65.7	N/A	N/A
Disabled	47	70.2	15.6	56.3	15.6	12.5	31.3	I/S	No
Migrant Status									
Migrant	1	100.0	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Non-Migrant	462	97.0	12.3	40.3	28.5	18.9	63.1	N/A	N/A
English Proficiency									
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	462	97.0	12.3	40.5	28.3	18.9	62.9	N/A	N/A
Socio-Economic Status									
Subsidized meals	283	95.8	16.5	43.8	26.4	13.2	54.1	Yes	Yes
Full-pay meals	180	98.9	6.0	35.5	31.3	27.1	75.9	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	463	96.8	31.7	39.8	16.4	12.1	28.6
Gender							
Male	214	97.7	30.8	38.9	16.7	13.6	30.3
Female	249	96.0	32.4	40.5	16.2	10.8	27.0
Racial/Ethnic Group							
White	198	98.0	21.1	35.0	20.6	23.3	43.9
African American	246	95.5	42.2	42.2	12.4	3.1	15.6
Asian/Pacific Islander	4	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	10	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	3	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	416	99.8	29.1	41.1	16.8	13.1	29.9
Disabled	47	70.2	53.3	28.9	13.3	4.4	17.8
Migrant Status							
Migrant	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Migrant	462	96.8	31.7	39.6	16.5	12.2	28.6
English Proficiency							
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	462	96.8	31.7	39.6	16.5	12.2	28.6
Socio-Economic Status							
Subsidized meals	283	95.4	40.1	38.1	13.9	7.9	21.8
Full-pay meals	180	98.9	19.0	42.3	20.2	18.5	38.7

Social Studies							
All Students	463	96.5	24.6	47.5	18.9	9.1	27.9
Gender							
Male	214	97.7	21.7	48.0	19.7	10.6	30.3
Female	249	95.6	27.1	47.1	18.1	7.7	25.8
Racial/Ethnic Group							
White	198	98.0	17.2	45.6	24.4	12.8	37.2
African American	246	95.1	32.1	47.3	14.7	5.8	20.5
Asian/Pacific Islander	4	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	10	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	3	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	416	99.5	22.2	48.4	19.5	9.9	29.4
Disabled	47	70.2	44.4	40.0	13.3	2.2	15.6
Migrant Status							
Migrant	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Migrant	462	96.5	24.6	47.6	18.7	9.1	27.8
English Proficiency							
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	462	96.5	24.6	47.4	18.9	9.1	28.0
Socio-Economic Status							
Subsidized meals	283	95.1	32.3	48.6	13.9	5.2	19.1
Full-pay meals	180	98.9	13.1	45.8	26.2	14.9	41.1

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	270	100.0	12.6	50.6	34.4	2.4	36.8
	5	244	100.0	15.9	58.6	25.6	0.0	25.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	226	96.5	8.7	37.8	49.0	4.6	53.6
	5	238	97.5	10.8	57.1	30.7	1.4	32.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	270	100.0	7.7	44.1	33.2	15.0	48.2
	5	244	100.0	11.0	56.4	20.3	12.3	32.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	225	96.4	9.7	33.2	32.1	25.0	57.1
	5	238	97.5	14.6	47.2	25.0	13.2	38.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	270	100.0	29.1	37.7	24.7	8.5	33.2
	5	244	100.0	33.5	41.9	13.7	11.0	24.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	225	96.0	21.8	43.6	20.3	14.4	34.7
	5	238	97.5	40.8	36.2	12.8	10.1	22.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	270	100.0	18.2	61.1	16.2	4.5	20.6
	5	244	100.0	24.2	46.3	22.0	7.5	29.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	225	95.6	21.4	44.3	23.4	10.9	34.3
	5	238	97.5	27.5	50.5	14.7	7.3	22.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 479)				
First graders who attended full-day kindergarten	N/R	N/A	100.0%	100.0%
Retention rate	0.9%	No change	2.7%	2.8%
Attendance rate	97.2%	Up from 96.9%	96.4%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	3.0%	Down from 4.3%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	3.0%	Down from 4.3%	0.0%	0.0%
Eligible for gifted and talented	15.7%	Down from 19.8%	12.1%	10.4%
On academic plans	32.2%	N/AV	33.5%	33.6%
On academic probation	11.8%	N/AV	3.4%	1.0%
With disabilities other than speech	8.7%	Down from 9.5%	8.1%	7.5%
Older than usual for grade	4.8%	Down from 5.1%	0.7%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.4%	No change	0.0%	0.0%
Teachers (n= 32)				
Teachers with advanced degrees	53.1%	Up from 52.9%	53.3%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	9.0%	N/A	0.6%	2.4%
Teachers with emergency or provisional certificates	10.3%	Up from 10.0%	0.0%	0.0%
Teachers returning from previous year	69.9%	Down from 73.4%	88.5%	87.3%
Teacher attendance rate	93.9%	Down from 94.3%	94.8%	94.9%
Average teacher salary	\$39,417	Up 2.1%	\$42,944	\$42,485
Prof. development days/teacher	10.5 days	Down from 27.7 days	13.3 days	13.3 days
School				
Principal's years at school	2.0	Up from 1.0	5.0	4.0
Student-teacher ratio in core subjects	18.4 to 1	Down from 18.6 to 1	19.0 to 1	18.6 to 1
Prime instructional time	90.1%	Up from 89.7%	89.9%	89.7%
Dollars spent per pupil*	\$5,529	Up 11.7%	\$6,404	\$6,557
Percent of expenditures for teacher salaries*	61.9%	Down from 64.8%	64.1%	64.0%
Percent of expenditures for instruction*	67.5%		69.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	98.0%	Down from 99.0%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Good	No change	Excellent	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	6.2%
Classes in high poverty schools not taught by highly qualified teachers	7.5%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

High Hills Elementary, a Title I school, provides students in grades four and five a great place to learn. Our student enrollment is made up of military dependents from the nearby Air Force base and students from the surrounding rural community. We have a highly transient population; however, our school and district personnel, parents, community members and students work together effectively to create a positive and inviting learning environment.

Our teachers use district-wide unit plans, which address state standards and provide students with critical thinking and problem-solving activities. This year, our teachers have attended a number of workshops and completed a book study, *Think Rather of Zebra, Dealing with Aspects of Poverty Through Story* by Jay Stailey and Dr. Ruby Payne. Teachers are also in a literacy class, which offers various approaches to teaching reading strategies. We continue to utilize educational research and test data to focus on programs that will help increase student achievement. We have added an extra teacher to work with students in small groups to address our weaknesses in English language arts. Our weekly schedule also includes programs such as Accelerated Reader and computer lab. The child study team, academic plans, volunteers, and parenting workshops are examples of other programs in place to meet the needs of students at High Hills.

Although our school goal of every child scoring proficient or advanced on the PACT has not yet been attained, our students have made progress in all subject areas. We will continue to utilize research, involve our parents and community members, and focus on appropriate academic planning and instruction to improve the achievement of each child attending High Hills Elementary School.

Elizabeth Compton, Principal

Robert Thompson, School Improvement Council Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	33	249	86
Percent satisfied with learning environment	96.8%	82.4%	82.7%
Percent satisfied with social and physical environment	97.0%	77.6%	86.9%
Percent satisfied with school-home relations	78.1%	77.6%	77.1%

*Only students at the highest elementary school grade level at this school and their parents were included.